

Buckinghamshire UTC

Oxford Road, Aylesbury, Buckinghamshire HP21 8PB

Inspection dates	12–13 January 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils who entered the academy with lower than average Key Stage 2 scores made weak progress and achieved lower than average GCSE results in 2015.
- Pupils’ progress in English and humanities in 2015 was significantly below average.
- Pupils currently make weaker progress in their GCSE courses than in their vocational courses, notably in humanities, English language and English literature.
- Pupils who have special needs made significantly lower than average progress in their GCSE qualifications.
- Disadvantaged pupils do not make strong enough progress in comparison to other pupils nationally. Leaders do not routinely check whether disadvantaged pupils’ progress in their GCSEs is in line with national averages for other pupils.
- Leaders do not monitor the quality of teaching and the progress pupils make in GCSE subjects with enough rigour.
- Leaders do not set high enough targets for some students in GCSE subjects.
- Teaching in a number of GCSE subjects was weak last year and remains weak this year. Teachers in some subjects are not clear enough about what pupils need to do to achieve success in their GCSE examinations.
- Teachers do not make enough use of their assessment of pupils’ work when planning lessons.
- Governors have not held leaders to account for poor GCSE results with sufficient rigour. Until recently they did not place enough emphasis on this aspect of their role.

The school has the following strengths

- Teaching and outcomes are strong in vocational subjects in both Key Stage 4 and 5, especially in construction.
- Leaders have ensured that links with sponsors and the wider business community have impacted positively on learning.
- Pupils’ behaviour has improved and is now good.
- Pupils benefit from the wider social, moral, spiritual and cultural opportunities provided.
- The 16 to 19 study programmes are effective and enable learners to pursue their next steps with a high degree of success.

Full report

What does the school need to do to improve further?

- Raise pupils' achievement in GCSE subjects, especially, but not solely, in English and humanities by improving the quality of teaching, specifically:
 - make sure that teachers have the necessary skills and subject knowledge to ensure pupils achieve well in GCSE examinations
 - check that teachers are assessing pupils' work accurately and using their assessments to identify pupils who need additional help, or additional challenge
 - develop the way questioning is used, so that it better supports the main learning of the lesson
 - ensure that pupils have the strategies they need to express their strong verbal responses effectively in writing
 - provide opportunities for the good practice found in vocational teaching to be shared.
- Strengthen the way leaders monitor and evaluate teaching and pupils' progress in academic subjects and ensure they use the information from their monitoring to raise achievement, specifically:
 - develop a system for tracking progress that enables leaders to measure the progress that individual pupils, and groups of pupils, make from their starting points
 - make sure that targets set are challenging enough to enable pupils to fulfil their potential in GCSE subjects
 - strengthen the procedures for managing teachers' performance by setting targets that are more sharply focused on pupils' progress and robustly evaluating whether teachers have met them.
- Ensure that governors prioritise improving pupils' achievement in GCSE subjects, including that of disadvantaged pupils, by:
 - providing support and challenge to the academy's leaders that includes monitoring how effectively they are carrying out their roles
 - ensuring leaders have the expertise and time to undertake the improvements that are necessary.

An external review of governance, and a review of how pupil premium funding is spent, should be undertaken in order to improve these aspects of leadership and governance.

Inspection judgements

Effectiveness of leadership and management requires improvement

- There is an unhelpful division within the academy between the vocational and academic. The former is more effective than the latter and there is not enough partnership between them. Pupils at the academy therefore do not benefit from the sharing of good practice. The new Principal has rightly prioritised refashioning the academy so there is less division between the two disciplines.
- Teachers and leaders do not currently have enough expertise in some GCSE subjects to make the rapid improvements necessary for results to rise. Consequently, well-focused plans to improve teaching and outcomes in GCSE subjects, such as English, have not yet been effectively implemented. The new Principal has started to rectify this by brokering support from good and better schools. He has also successfully strengthened existing partnerships, for example with Aylesbury College.
- Due to the small size of the academy, some senior leaders have very broad portfolios of responsibilities. Governors have not monitored the impact of this well enough. As a result, there have been rapid improvements in certain areas, such as behaviour, but not in others. Some leaders do not carry out some important aspects of their leadership role well enough, for example regularly and rigorously evaluating the quality of teaching, learning, and assessment.
- The academy has found it difficult to recruit strong teachers for some GCSE subjects, leading to a high degree of turbulence in staffing. Consequently, pupils in a number of GCSE subjects such as science, humanities and English did not make the progress they were capable of in 2015. A number of new permanent teachers joined the school in September 2015. However, senior leaders and governors have not monitored the impact of these new teachers on pupils' achievement with enough rigour. As a result, pupils' achievement in some GCSE subjects such as science is improving more rapidly than in others, such as English.
- Senior leaders successfully support, guide, and monitor pupils who join the academy and as a result the vast majority settle in well. A number of them have had stormy and unsuccessful experiences at their previous schools, and therefore have not made the progress they should. These pupils nevertheless have the potential to do well. In vocational subjects, effective teaching and subject leadership are enabling them to realise their potential. However, leaders do not ensure the targets set for this group in their GCSE subjects are sufficiently demanding. Consequently, some teachers do not push these pupils enough, and their legacy of underachievement continues.
- Governors have not ensured that there is sufficient expertise on the senior leadership team in effective ways to track pupils' progress in their GCSE learning. As a result, despite the responsible leader's best efforts, the current system is not as effective as the one used in vocational subjects. It does not enable leaders and teachers to measure whether pupils are making enough progress to meet their end of Key Stage 4 targets. This means that pupils who are underachieving in some GCSE subjects are not being identified rapidly enough. Some pupils have already exceeded their targets but these have not been extended accordingly.
- Leaders have used funding for disadvantaged pupils to provide additional support in key subjects, which has enabled disadvantaged pupils to achieve broadly in line with their peers at the academy. However, leaders are not routinely comparing disadvantaged pupils' progress with others' nationally. In 2015, disadvantaged pupils at the academy performed significantly worse than other pupils nationally.
- The special educational needs (SEN) coordinator has successfully provided support for pupils by ensuring they receive assistance from external agencies where it is required. This process has been further strengthened in response to recommendations made by the governing body. The coordinator ensures that staff are given effective guidance as to how best to support pupils with additional needs so they learn well. This includes teaching assistants, who consequently make a strong contribution to ensuring pupils with additional needs settle well in class and are clear about what they need to do to complete activities. However, the special educational needs coordinator does not have a clear enough overview of the progress made by pupils from their starting points in different subjects.
- The leadership of vocational learning has continued to improve and is now consistently strong. The new Principal is strengthening this provision even more by better harnessing the contribution that local employers, some of whom are the academy's sponsors, make. Achievement is strong in vocational subjects. The subject leaders have a separate effective system for tracking how well pupils are progressing.
- Leaders have developed an effective wider curriculum to enhance pupils' technical and employment skills.

The opportunities pupils have through work visits and community projects to strengthen these skills are a very positive feature of the academy. Consequently, despite what for some is a turbulent start to their secondary education, the vast majority progress to education, training, or work.

- Social, moral, spiritual, and cultural values are promoted well by leaders, as well as by the pupils and learners themselves. The vice-principal carefully tracks the topics covered in lessons and in the wider curriculum to ensure pupils are given high-quality cultural and creative experiences. For example, pupils and learners make very good use of high-spec editing and website design software to create short films and websites that explore issues such as workplace bullying. These digital resources send out strong and accessible moral messages.
- The academy promotes equality of opportunity and has worked closely with charities such as Stonewall to ensure that pupils and learners are free from any form of discrimination, including homophobia. Pupils and learners commented to inspectors that they were able to 'be themselves' at the academy.
- Fundamental British values are successfully delivered through regular briefings that replace assemblies. The vice-principal has ensured that these briefings are meaningful. Good use is made of external speakers such as the police and religious leaders to reinforce the importance of the rule of law and tolerance.
- The academy has received extensive and well-focused external reviews from the Department for Education, Buckinghamshire Learning Trust and The Baker Dearing Educational Trust. Most of these accurately identify the need to improve teaching in some GCSE subjects. These reviews have not had enough impact because until very recently, leaders have not had the expertise to action some of the key recommendations. The academy's Principal has rightly focused on brokering expertise in the areas identified for improvement and a raft of additional help from an outstanding academy has very recently been agreed.
- The comments parents made about the academy via the free text facility on Parent View (Ofsted's online questionnaire), emails, and phone calls were largely positive. Parents value the additional work-related learning opportunities that pupils receive and acknowledged that the academy had improved.
- The small number of pupils who attend alternative provision do well because the special educational needs coordinator carefully selected the provision so it best meets their needs. She makes regular checks on their progress and attendance.
- **The governance of the school**
 - Governance has recently improved, following weak GCSE results, but still needs to develop further. Governors are now using their monitoring of the quality of teaching and its impact on pupils' outcomes to challenge the academy's leaders to do better. In the past, this aspect of their role was not prioritised enough. This contributed to pupils' poor performance in a number of GCSE subjects.
 - Governors now monitor the impact of additional funding on the performance of disadvantaged pupils and gaps within school are narrow. However, governors have not compared the achievement of disadvantaged pupils with that of other pupils nationally, which has led to some underachievement being unchecked. The lack of educational expertise on the governing body has contributed to this. A governor with relevant educational expertise has just been appointed but has not yet had the chance to make a difference.
 - Governors' oversight of procedures for appraisal of teachers' and leaders' performance has not always been robust enough, but it is now improving. Governors oversee the targets set for leaders but have not paid enough attention to whether leaders have enough expertise and time to meet their targets.
 - Governors use their business expertise to assist the academy in developing the vocational curriculum. They help the academy to make strong links with local businesses. Governors' business connections and their ability to use them have helped pupils and learners become more employable.
- The arrangements for safeguarding are effective because the senior leader responsible, working alongside the special educational needs coordinator, focuses closely on ensuring that individual pupils and learners receive the support they need, including from external agencies. Together, they closely monitor the impact of this support and ask for more to be provided where necessary.
- Detailed risk assessments are in place for off- and on-site practical vocational activities.
- The safeguarding leader is highly attuned to the risky situations that the academy's pupils might be exposed to. She has used tutorial slots effectively to focus on issues such as sexual consent, grooming and bullying. Of note is the way she follows up with individuals when they display attitudes that could potentially put themselves or others at risk.
- The safeguarding leader has ensured that all staff have undertaken online 'Prevent' training. She is very

vigilant and has alerted the relevant authorities when she has had concerns that pupils, including applicants to the academy, may be becoming radicalised.

Quality of teaching, learning and assessment requires improvement

- Teaching is not consistent enough to be good. Although strong in vocational subjects, in both Key Stage 4 and 5, it is weaker in a number of GCSE subjects. Teaching in mathematics is stronger than in other GCSE subjects. This is because teachers use their good subject knowledge to provide pupils with activities that utilise the real-life mathematics used on work placements.
- Following the appointment of a new subject leader in science, teaching is improving. The subject leader uses effective approaches to ensure that pupils whose learning was disrupted by staff turbulence last year quickly gain the foundation knowledge that underpins their new learning this year.
- Teachers in some GCSE subjects are not clear enough about the skills pupils need to master in order to do well in the subject. Consequently, some teachers' assessments of whether pupils have gained these vital skills are not accurate. Last year, this led to some GCSE predictions being too generous. There is some evidence that this will continue to be the case in 2016.
- In humanities and English, teachers' use of questioning is not effective enough. Extended whole-class questioning does not help pupils to progress because teachers do not give enough consideration to how their questioning will enable pupils to gain new knowledge and skills. For example, in an English class the questions posed by the teacher did not help pupils understand the topic (defining the nature of poetry). Some were too abstract, for instance, 'What is poetry?' and some did not relate clearly enough to the main learning, 'Why do I like the English language?' In both cases, too few pupils participated in thinking about the answers. Opportunities were missed to provide pupils with important and relevant literary knowledge and an appreciation of the power of poetry.
- In some GCSE subjects, teachers do not make enough use of their assessment of pupils' progress when they plan work. As a result, some work is not demanding enough to enable pupils to reach and exceed their targets. Similarly, teachers do not use their assessment of work to identify where pupils have gaps in their learning. As a result, these pupils fall behind.
- In a number of subjects, pupils' writing is weaker than their verbal communication skills, which are often impressive. A number of pupils, some of whom have additional needs, struggle with writing. Teachers do not do enough to support pupils to write well. This has a negative impact on some pupils' achievement.
- In GCSE computing and vocational information and communications technology (ICT) lessons, teaching has improved and is now strong. Pupils are very clear about the best approaches to take to develop the skills they need. In programming classes, the teacher has expertly made good use of some pupils' higher level skills gained from their hobbies to help other less confident pupils make progress.
- Pupils participate enthusiastically in vocational learning, they try hard and achieve well. This is because teachers have the necessary expertise to plan interesting learning experiences. In construction, pupils participate in construction projects that have a real purpose, and therefore need to be carried out to professional standards. For example, pupils made crosses for a remembrance ceremony and helped to refurbish a clubhouse at a local recreational ground.
- Pupils also benefit from the array of site visits that are a key part of construction courses. Many of these visits include a talk from either the site manager or the architect who explain and discuss the techniques they have used, as well as wider relevant issues: regeneration, restoration and renewability.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils conduct themselves in a professional and business-like manner. They wear their smart business clothes with pride, take good care of the academy's specialist equipment and treat each other, and the staff, with the respect and courtesy extended to work colleagues.
- In a number of lessons, notably but not solely in ICT and vocational subjects, pupils and learners make suggestions about how they can learn better and actively participate in improving their learning. They are

keen to make the academy as good as it can be. Leaders provide pupils and learners with a wide range of opportunities to share their views. Leaders act on their suggestions where possible, for example providing extra time for independent study.

- Some pupils who have had unsuccessful Key Stage 3 experiences commented to inspectors how conducive to learning they find the academy. Of particular note is the effective careers support and guidance which the academy provides. Pupils are very knowledgeable about the different opportunities available to them when they finish their studies, including apprenticeships. The careers programme gives pupils and learners the opportunity to reflect on, and discuss, their wide and varied experiences of work and use them to make informed choices.

Behaviour

- The behaviour of pupils has improved and is now good. Pupils attending alternative provision behave well because they are provided with useful techniques which help them to manage their own conduct.
- Last year the number of exclusions was high. Since then, the responsible senior leader has put successful policies in place to manage behaviour and the number of exclusions has fallen. During the inspection, inspectors witnessed no disruptive behaviour of any kind. Pupils commented that behaviour had improved since last year; in part this is due to the appointment of new permanent staff members.
- The responsible leader has ensured that approaches to rewarding positive behaviour, and to applying sanctions in response to poor behaviour, are consistently implemented across the academy. This has helped create a positive, purposeful and pleasant atmosphere in lessons and around the academy.
- Attendance across the academy has improved. Some persistent absenteeism due to specific issues, including ill-health, remains. The academy is working effectively with the pupils and their families to ensure that those absent due to ill-health are given the resources they need to carry on with their learning at home.

Outcomes for pupils

requires improvement

- Pupils' progress in the majority of academic GCSE subjects is not as strong as it is in vocational subjects, and in some GCSE subjects it is not improving rapidly enough, especially in humanities and English.
- Pupils who took their GCSE examinations in 2015 entered the academy with below average Key Stage 2 scores. They made below average progress, and consequently the proportion achieving five A* to C grades including English and mathematics was significantly below average.
- Pupils' results were weak in English in their GCSE examinations in 2015. They were significantly below average. The progress being made by pupils currently in Key Stage 4 in English is not strong because they are not being taught well enough.
- Pupils' progress in mathematics is consistently better than in English. Pupils' results in 2015 in mathematics GCSE examinations were broadly in line with the national average, according to unvalidated results. Effective teaching, which takes good account of pupils' prior learning, is enabling current pupils to make good progress in mathematics.
- In 2015, pupils' progress across a range of non-core GCSE and GCSE-equivalent subjects was significantly below average for all pupils, including disadvantaged pupils. It was especially weak in humanities, business studies, and ICT.
- An overview of current attainment for Year 11 pupils indicates that in vocational subjects, pupils are attaining more highly than in most GCSE subjects. Current GCSE attainment is weakest in English and humanities, and strongest in mathematics; it is improving in science. Attainment in ICT is lower than expected given the stronger teaching because previous weak teaching meant pupils struggled with the programming module which they have recently completed.
- The gap between disadvantaged students' progress and that of others in the academy was narrow in most GCSE subjects, and disadvantaged pupils' progress was slightly better than other pupils' progress in humanities. However, when compared with others nationally, disadvantaged pupils' progress is significantly below average. Leaders have not focused enough on gaps with other pupils nationally in their evaluation of the impact of additional funding for this group.
- The very small number of pupils who attend alternative provision take appropriate level 1 vocational qualifications. Due to effective support, they successfully complete these courses.
- In 2015, pupils who had special educational needs made slightly less progress than others in the academy but their progress was significantly lower than the average for other pupils nationally. Improved support is

enabling pupils with additional needs to approach their learning with greater confidence and focus, especially in vocational subjects. Their current progress is being checked on an individual basis, but leaders do not have a clear enough overview of this group's overall progress.

- Pupils' achievement is tracked more effectively in vocational subjects than in GCSE subjects. Consequently, teachers can spot pupils who are falling behind and provide them with the additional help they need to succeed. In 2015, nearly 72% of pupils achieved a pass grade in specialist provision vocational courses. Current Year 11 tracking in vocational subjects indicates that the vast majority of pupils will pass their vocational courses and a sizeable proportion will achieve merits and distinctions.
- Pupils at the academy are highly employable. They confidently master key practical skills from working with local employers, including using specialist equipment. Consequently, a good number of pupils gain employment in jobs related to the academy's specialisms. Some of these pupils had a very poor start to Key Stage 3. However, the blend of supported independence and practical learning offered at the academy has enabled them to progress successfully to their next steps, despite their inauspicious start on their secondary education journey.

16 to 19 study programmes

are good

- Teaching is good in the 16 to 19 study programmes because well-planned lessons provide effective challenge for learners. This supports learners in developing the skills they need to succeed in their courses. Learners work hard at the tasks set in lessons and, as a result, develop a good understanding of the topic. Teachers have strong subject knowledge and often provide well-focused additional help on a one-to-one basis for learners. Teachers' well-developed understanding of course requirements enables them to accurately assess learners' work and provide helpful feedback.
- The sixth form is well led and managed by the vice-principal, working closely with strong subject leaders. Together they have an accurate view of where the strengths and weaknesses in teaching lie. Good use is made of leaders' tracking of learners' progress. Where leaders identify that learners are struggling, additional support is provided so that learners can achieve the highest grades possible.
- Leaders ensure that study programmes make really good use of the academy's close links with employers. Learners gain useful practical knowledge through these as well as a comprehensive set of skills for work. Learners achieve well in GCSE mathematics retakes, and in 2015, 80% gained an A* to C grade.
- Vocational provision, which forms the bulk of the offer post-16, is strong. Learners achieved particularly well in construction and computing. In construction, 43% achieved distinction grades, and 89% achieved distinctions in computing. Results in AS-level computing were low in 2015, but effective teaching is leading to higher achievement for students currently re-sitting AS computing. Across all the courses offered, the majority of learners are on track to meet their predicted grades.
- Learners are punctual, organised and self-motivating. Their behaviour in lessons and around the academy is good. Learners express themselves articulately, and benefit from their discussions with other learners. Their conversations often focus on how they can learn better, showing their positive attitudes to the education they receive at the academy. Through well-planned work placements, employer-led projects and work experience, learners are well prepared for the world of work. They benefit from, and value, the learning about life gained from their time spent working closely with employers on placements.
- Following effective careers advice and guidance, students have well-developed knowledge about the opportunities available to them, and the vast majority progress to employment and apprenticeships, or higher level study. Learners feel safe and use their practical skills to make a strong contribution to academy-wide projects dedicated to raising awareness of safety issues, such as making a video about bullying.

School details

Unique reference number	139434
Local authority	Buckinghamshire
Inspection number	10008173

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	University technical college
School category	University technical college
Age range of pupils	14–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	126
Of which, number on roll in 16 to 19 study programmes	74
Appropriate authority	The governing body
Chair	Professor Ruth Farwell
Principal	Mr Bob Harrison
Telephone number	01296 388454
Website	www.buckinghamshireutc.co.uk
Email address	reception@buckinghamshireutc.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Buckinghamshire UTC opened in 2013. It has a range of academic and business sponsors. The majority of its business sponsors are from the world of construction and digital technology. They include Taylor Wimpey, Intel Security, Cisco Systems, and Esri UK. Its academic sponsors are Aylesbury College and Bucks New University.
- The curriculum at the UTC is specialised to focus on computer science and construction. A core part of the UTC's provision is delivered through the college's work with business partners.
- The UTC is much smaller than an average secondary school and has students in Years 10, 11, 12 and 13. The sixth form is smaller than average.
- There is a much smaller proportion of girls at the UTC than boys than is nationally the case.
- The proportion of pupils eligible for the government's pupil premium grant is in line with average.
- The proportion of pupils receiving special educational needs support is below average but the proportion of pupils with a statement of special educational needs or education, health and care plan is above.
- A very small number of pupils attend alternative provision.
- In 2014, a very small number of pupils entered for GCSE examinations and therefore it is not appropriate to make comparisons with 2015 results. The school did not meet minimum expectations for progress and attainment in 2014.

Information about this inspection

- Inspectors observed learning in 18 lessons, including at an off-site work placement. They conducted short visits to lessons that were part of the 16 to 19 study programme accompanied by the senior leader responsible for this group of learners. Inspectors made a phone call to the alternative provision attended by a very small number of pupils.
- Inspectors met with the Principal, and vice-principal, the special educational needs coordinator, subject leaders, newly qualified teachers, the Chair of Governing Body, representatives from two sponsors, a small group of students from Key Stage 4, and a group from Key Stage 5. Inspectors made a call to the consultant who worked for the Department for Education and supported the academy.
- A wide range of documents were scrutinised, including the school's records relating to behaviour and attendance, safeguarding records, performance information, development planning, self-evaluation documents, teaching plans for different subjects, and policies. Inspectors scrutinised pupils' work in books.
- Inspectors took into account the 27 responses to Parent View and the 18 staff survey responses received, as well as 68 responses to the Pupil Survey. Inspectors considered 24 comments made using the free text facility on Parent View, an email from a parent, and comments made to inspectors by a parent in a telephone conversation.

Inspection team

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Her Majesty's Inspector

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Her Majesty's Inspector

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